

Daily Lesson Plan

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| Course Name: English as a Second Language ESL Level 5 | | Course Code: ESLEO |
| Grade Level: 9 – 12 | Duration: 3 hours | Lesson No: 1 |
| Unit 1: People | Topic: Talking about important events | |

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| Overall Expectations | |
| <ul style="list-style-type: none"> - 2. Use speaking skills and strategies to communicate in English for a variety of classroom and social purposes. - 3. Use correctly the language structures appropriate for this level to communicate orally in English. | |
| Specific Expectations | |
| <ul style="list-style-type: none"> - Speaking to Interact: 2.1 engage in complex spoken interactions on a wide variety of topics. - Using Conversational Strategies: 2.2 use a number of conversational expressions to negotiate spoken interactions. - Grammatical Structures: 3.1 use correctly the grammatical structures of spoken English appropriate for this level. - Sound Patterns: 3.2 use appropriately a number of pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately. | |
| Learning Skills & Work Habits | |
| <input type="checkbox"/> Collaboration and self-regulation: to work in pairs and groups, respecting turns and listening others with attention. | |
| Learning Goals | |
| Today you will: <ul style="list-style-type: none"> - Talk about your experiences. | |
| Success Criteria | |
| By the end of this lesson I can: <ul style="list-style-type: none"> - Ask about significant experiences. - Talk about important events. | |
| Materials and Resources | |
| <ul style="list-style-type: none"> - <i>Speak Now 4</i> by Mari Vargo. - Projector. | |
| Lesson Structure and Activities | |
| Timing (minutes) | Lesson 1 |

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| 20 | <p>ICEBREAKER Introduce yourself. Students observe and plan introduction after seeing the T modeling: say their names, nicknames, likes and dislikes, and something special about themselves.</p> |
| 40 | <p>INTRODUCTION</p> <ul style="list-style-type: none"> - Following model, students introduce themselves. - Classmates listen carefully, - After introductions, sts and T give feedback. - Sts make comments about how they felt speaking in public. |
| 90 | <p>ACTIVITY #1 Vocabulary</p> <ul style="list-style-type: none"> - Read sentences and check those they have experienced in the past. - Check vocabulary. - Take turns to talk about those experiences. <p>ACTIVITY #2 Conversation</p> <ul style="list-style-type: none"> - Listen to a conversation. Answer questions of specific information from the recording. - Practice the conversation: roleplay. - Include the phrases provided in the correct gap. Practice conversation. <p>ACTIVITY #3 Target language</p> <ul style="list-style-type: none"> - Read chart with vocabulary and notice the different ways people ask about significant experiences and talk about important events. - In pairs, ask and answer questions about important events in their lives. <p>ACTIVITY #4 Listening</p> <ul style="list-style-type: none"> - Listen to two conversations and identify speakers. - Listen again and write T or F (true or false). |
| 30 | <p>CLOSING: Speak with confidence</p> <ul style="list-style-type: none"> - Sts complete the next stories with their own ideas: 1) I faced a challenge, 2) I overcame an obstacle, and 3) I took a risk, I made the decision to... - They have to think about exciting and challenging stories that happened to them or someone they know. - They can make up the stories if they want to. - Check spelling and grammar. - Share their responses with a partner. They have to use the language seen in this lesson: “I hear that...”, “Anna told me that...” - Sts respond using language such as “It’s the best decision I’ve ever made”, “It was one of the biggest challenges I’ve ever faced”, etc. |
| <p>Assignment AS learning / Homework</p> | |
| <ul style="list-style-type: none"> - Complete pages 1 and 2 of the homework given by the teacher: <ul style="list-style-type: none"> - Complete phrases with the words provided. - Use the expressions to complete sentences. - Read the article and answer T or F activity. - In class, the next day, discuss questions from page 2: 1) Do stories like this one often get in the news? Why or why not? 2) Do you think people make their own luck? 3) Have you ever been in the right place at the right time? What happened? | |

- Write a short article about a story they know when someone had a big break.
- In class, exchange your article with a classmate and compare.

Exit Card

Answer the Exit Card activity on Moodle about today's lesson.

Teacher's Reflections

Pay attention to how students feel about their level of English. Reinforce the idea of recognizing mistakes as a natural part of the learning process and use it as part of the feedback. Encourage students to speak and make mistakes to make them. They might be concerned about the difference in their English level in comparison to their classmates. Work on creating a classroom culture of diversity and collaboration.

The Erindale Academy Daily Lesson Plan Unit 1 and Lesson Plan 1

| Assessment Strategies | | |
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| For Learning | As Learning | Of Learning |
| <p style="text-align: center;">Student product:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Diagnostic tests <input type="checkbox"/> Practice quiz <input type="checkbox"/> Pop quizzes <input type="checkbox"/> Homework <input type="checkbox"/> Class notes <input type="checkbox"/> Peer feedback <input type="checkbox"/> Practice questions <input type="checkbox"/> Practice tests <p style="text-align: center;">Observation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Class discussions <input type="checkbox"/> Peer feedback <p style="text-align: center;">Conversation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Small group discussions | <p style="text-align: center;">Student product:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learning logs <input type="checkbox"/> Self-assessment sheet <input type="checkbox"/> Homework <input type="checkbox"/> Self-analysis sheet <input type="checkbox"/> Peer-analysis sheet <p style="text-align: center;">Observation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Whole class discussions <input type="checkbox"/> Group discussions <p style="text-align: center;">Conversation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Small group discussions <input type="checkbox"/> Pair work | <p style="text-align: center;">Student product:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assignments <input type="checkbox"/> Tests <input type="checkbox"/> Exam <input type="checkbox"/> Case studies <input type="checkbox"/> Business report <p style="text-align: center;">Observation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student-led discussion/debate <input type="checkbox"/> Presentation <p style="text-align: center;">Conversation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Performance tasks <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Question and answer session |
| Lesson Tools | | |
| <p>Direct Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Structured overview <input type="checkbox"/> Lecture <input type="checkbox"/> Compare & contrast <input type="checkbox"/> Socratic method <input type="checkbox"/> Demonstrations | <p>Indirect Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Problem solving <input type="checkbox"/> Case studies <input type="checkbox"/> Reading for meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective discussion <input type="checkbox"/> Writing to inform <input type="checkbox"/> Concept formation <input type="checkbox"/> Concept mapping <input type="checkbox"/> Concept attainment | <p style="text-align: center;">Instructional Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explaining <input type="checkbox"/> Demonstrating <input type="checkbox"/> Questioning |
| <p style="text-align: center;">Interactive Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> PowerPoint <input type="checkbox"/> Video clip <input type="checkbox"/> Debates <input type="checkbox"/> Role playing <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer partner <input type="checkbox"/> Learning/analysis <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory groups <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Groups <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem solving <input type="checkbox"/> Conferencing | <p style="text-align: center;">Independent Study</p> <ul style="list-style-type: none"> <input type="checkbox"/> Essays <input type="checkbox"/> Computer assisted <input type="checkbox"/> instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning activity packages <input type="checkbox"/> Correspondence lessons <input type="checkbox"/> Learning contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research projects <input type="checkbox"/> Assigned questions <input type="checkbox"/> Learning centers | <p style="text-align: center;">Experiential Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Field trips <input type="checkbox"/> Conducting <input type="checkbox"/> Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Story telling <input type="checkbox"/> Focused imaging <input type="checkbox"/> Field observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model building <input type="checkbox"/> Surveys <input type="checkbox"/> Case studies |